

# Kentucky Teacher

NOVEMBER 1999

## *Teachers have a niche in new online high school*

**T**he Kentucky Virtual High School (KVHS) will open its doors to students on Jan. 24, 2000. Unlike high schools that are built with bricks and mortar, KVHS is being constructed with "bricks" of data and "clicks" from a computer mouse. KVHS delivers its course work and services through the Internet.

In October, Gov. Paul Patton announced the opportunity for all Kentucky students to have equal access to advanced courses in foreign languages, mathematics and science via the Kentucky Virtual High School. Inequity in access to learning opportunity is unacceptable, Patton said. The primary purpose of KVHS is to provide equitable access to advanced learning opportunities for all high school students. The Kentucky Virtual High School joins the Commonwealth Virtual University and the Commonwealth Virtual Library as part of a systemic approach to providing unlimited educational opportunity to all Kentuckians.

The long-term goal for KVHS is to have most course offerings developed by Kentucky's own best and brightest teachers. However, initial course offerings will come from multiple providers to address the areas of greatest need in Kentucky, particularly in rural areas.

Kentucky Educational Television is providing courses traditionally taught over its education channel to this new Web-based delivery system as an additional option for schools. KET is expected to be a strong partner in the Kentucky Virtual High School.

For the first semester, other courses will use curriculum already developed for virtual high schools in other states. However, all courses are being carefully reviewed to ensure that they are

high-quality offerings for Kentucky students in the context of the Kentucky Core Content for Assessment and the Kentucky Program of Studies.

All KVHS courses will be taught by Kentucky certified teachers. All credits earned through the high school will be earned from the student's local high school. The relationship between the student and his or her high school faculty will remain strong, even though the instruction process will change.

Classroom teachers who want to work full or part time with KVHS, retired teachers and Kentuckians who are certified but not currently in the class-

room can apply to teach the online courses. Those selected will participate in an intensive training session to learn about teaching via the Internet and using e-mail, electronic document sharing and CD-ROMs as vehicles for instruction.

KVHS teachers, like their online students, also will continue to receive training and support online to ensure that these new experiences are successful ones.

The Kentucky Department of Education plans to hold regional meetings with high school principals and counselors before mid-December to discuss

implementation of KVHS. The department's regional service centers are organizing the meetings.

For more information, call toll-free (877) 740-HELP (4357), or check out the KVHS Web page at [www.kvhs.org](http://www.kvhs.org) and request information through the online inquiry form. Teachers also may contact Linda Pittenger in the Kentucky Department of Education through the KETS global listing or at [lpitteng@kde.state.ky.us](mailto:lpitteng@kde.state.ky.us).



Photo by Division of Creative Services

**Gov. Paul Patton emphasizes the goal of equity in educational opportunities during his announcement of the Kentucky Virtual High School. The new initiative will make advanced courses available online starting in January.**



# Commissioner's Comments

## *Kentucky takes another giant step toward equity in education*

It's one thing to demand equal educational opportunities for all students; it's another to make it happen. With a single announcement last month, Gov. Paul Patton took Kentucky another gigantic step toward that goal.

Patton unveiled the Kentucky Virtual High School, an initiative that will deliver instruction in advanced courses to any student in any high school in the state, from the most cosmopolitan to the most remote.

Some courses will be online as soon as January; others will follow. They will include the higher levels of mathematics, sciences, humanities, languages and social sciences, plus college-level courses. All classes will be completely online, some supported with CD-ROM and video materials.

Consider the possibilities!

- Small, rural high schools — including the seven with fewer than 100 students — can offer these courses even when recruiting efforts fail to attract teachers qualified to teach them. This can be a major, statewide solution to the shortage of teachers in foreign language, mathematics and

science — and the shortage of money to pay them.

- Teachers in all high schools will have another tool for teaching these courses and challenging students to stretch academically.

- Students who want to go to college or technical school will have local access to courses required or recommended for admission. They will sign up at their local high schools and work online with certified Kentucky

teachers trained in teaching via the Internet. The students will communicate with their online teachers and classmates, do assignments, take tests and receive regular high school credit.

- The courses will be accessible 24 hours a day from any computer connected to the Internet. This has tremendous potential for students who want to take a course at times other than the typical school day, for students who are homebound because of illness

or juvenile system mandate, and for students who need extra time to review and understand course content. It also means the courses will be available to persons learning English as a second language, home school students and adults striving for a GED.

Kentucky is already a national leader in technology infrastructure — the hardware, software and Internet access available to schools statewide. Now Kentucky takes the lead in using that infrastructure to make high-level instruction available to all.

Every one of our 195,000 high school students deserves the opportunity to meet the challenge of high-level academic courses. Kentucky Virtual High School will give them that opportunity.

*For more information about Kentucky Virtual High School, see Page 1 in this issue; contact Linda Pittenger at the Department of Education, (502) 564-2020, extension 302 (e-mail [lpitteng@kde.state.ky.us](mailto:lpitteng@kde.state.ky.us)); or visit the Internet at [www.kvhs.org](http://www.kvhs.org).*

### **A special message to teachers . . .**

As you know, I have resigned as commissioner of education, effective Dec. 31. I leave with conflicting feelings of satisfaction and regret.

I am satisfied that, working together, we have accomplished tremendous things in the past few years. Your commitment to grow professionally and guide your students to higher levels of achievement make you among the most respected educators in the nation.

I regret that I will not be your active partner as you achieve even greater things in the future. You and your students will continue to make Kentucky's education system the benchmark for the nation.

I have chosen to devote my full time and support to family members who are in declining health. However, I will always be an advocate for Kentucky schools, teachers and students. Working with you has been the capstone of my career. I leave feeling good about the future of Kentucky schools.

## Kentucky Teacher **FORUM**

### **What qualifications and abilities do you want in the next commissioner of education?**

Because Wilmer Cody has resigned effective Dec. 31, the Kentucky Board of Education is launching a search for the most qualified and able person to be the state's next leader of public education. As with every major decision, the board will seek comments from citizens statewide. Especially welcome are the opinions of teachers.

What qualifications and abilities do you want in the next commissioner of education?

Send your response or comments on this topic to *Kentucky Teacher*. All comments will be forwarded to the state board, and some

may be published in a future issue of *Kentucky Teacher*. We will assume we have your permission to publish all or part of your response, with your name and school affiliation, unless you state otherwise.

- Send by e-mail to [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us).
- Send by U.S. mail to 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601.
- Send by fax to (502) 564-6470.

Please include your name, mailing address, phone number, school and grade level.



# Principal sets the record straight about alternative schools

Commentary by Harold "Doc" Arnett  
Scott County Alternative High School

A lot of times when people I've just met learn I'm the principal of an alternative school, they react with a mixture of sympathy and admiration: "I really feel sorry for you, but I admire you." (See, what did I tell you? Sympathy and admiration.)

I enjoy pity and crave sympathy; I would suffer several seconds of hardship in exchange for years of admiration. Truth is, though, the kids at my school aren't hoodlums, they aren't violent, they aren't malicious and they sure aren't stupid. Mostly, they're just kids. If we mixed them together in a room with other students, 95 percent of the time you wouldn't be able to pick out our kids. (Of course, that other 5 percent keeps me employed!)

We could be overwhelmed to the point of despair with the tobacco addictions of our students. If we expelled students for their second or third possession/use, we wouldn't have anyone left! Even this headache provides occasional comic relief.

"Robert, you're smoking."

"No, I wasn't."

"You are smoking right now."

Turns out, the cigarette "Robert" *thought* he had extinguished in the bathroom was burning a hole in the front of his Starter jacket. Indeed, *he was smoking!*

Of course, even with a sense of humor, there are frustrations. The fact is, though, we've never had a kid here at the Alternative School who didn't have something inside her or him that was lovable. Some have wrapped a few layers of barbed-wire insulation around it, but all of them have attributes, characteristics, abilities or something that can be found and used and respected.

"Tony" was rude to his classmates, teachers, staff members, everyone. Short-tempered and selfish, he quickly resorted to physical aggression. I saw him helping to roof a house a while back. Across the street, an elderly woman struggled to clean her gutters. "Hey," Tony asked, "can I go over there



Harold "Doc" Arnett

and do that for her? She shouldn't be doing that."

Other students from our school sit in primary classrooms and read books to little kids. Some who can't seem to stay focused on math for more than 10 minutes work hard for an entire day on a landscaping project at an elementary school.

We have one young man, "Roger," who came to us four years ago, so introverted and homesick that he barely spoke to anyone for weeks. The idea of going into the high school even last year threw him into a panic. This year, Roger earned a 100 in Co-op Work Experience, a 97 in History of Arts and Humanities, a 98 in psychology, a 97 in mathematics and a 97 in English. By the way, the mathematics and English grades are from Ronda Spence and Jean Scaravilli, teachers who are well known (and greatly dreaded) for being especially demanding. Even if I had very little to do

with Roger's accomplishment, I took immense satisfaction in it.

There are other rewards, too: bumping into a former student who "grew up, settled down, got my GED and a job at Toyota," thank-you notes from a couple of graduating seniors, a phone call from a young man who asked me to be his daughter's godfather and wants me to know he's living in Florida and has a good job, a young man talking now about being an engineer instead of a mechanic. Last spring, six of our students participated in the district's graduation ceremonies. (Of course, that didn't include Roger. He opted to pick up his diploma at school the following Monday.)

None of those things would have happened if this school were not here. All of those kids would have given up on themselves and their education.

They didn't stay in school and make

it because we educators are magicians. They didn't do it because a few weeks of knowing us revolutionized their thinking and their way of life. They did it because we were here. Because we endured the barbed wire moments and refused to be fooled by the masks they wore and the games they played.

Because we know that when you give most kids enough rope, enough tough love and enough time, they'll take the noose off of their necks and use the rope to climb up out of the pit.

*Kentucky Teacher* welcomes your opinions on public education topics. Send your commentary (limit 700 words, please) to Fran Salyers at [fsalyers@kde.state.ky.us](mailto:fsalyers@kde.state.ky.us) (or through the KETS global listing) or 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601.



Scott County Alternative High School teacher Charles Nichols guides Niki Robertson in a project about relationships.

Photo by Rick McComb

# Introducing Kentucky's Milken Award Winners for 1999-2000

**F**our Kentucky educators are among 172 in 41 states to win the prestigious Milken Family Foundation National Educator Awards for 1999-2000. Each winner will receive an unrestricted \$25,000 award plus opportunities to network with their peers throughout the nation.

Kentucky's winners are Virgil Covington of Winburn Middle School, Cynthia Crocker of Noe Middle School, Elizabeth McIntosh of Simon Kenton High School and Mike Stanley of Mason County High School.

This year's Milken award recipients are among 1,502 educators so recognized since the foundation presented the first awards in 1987. The foundation lists 10 criteria for the awards program:

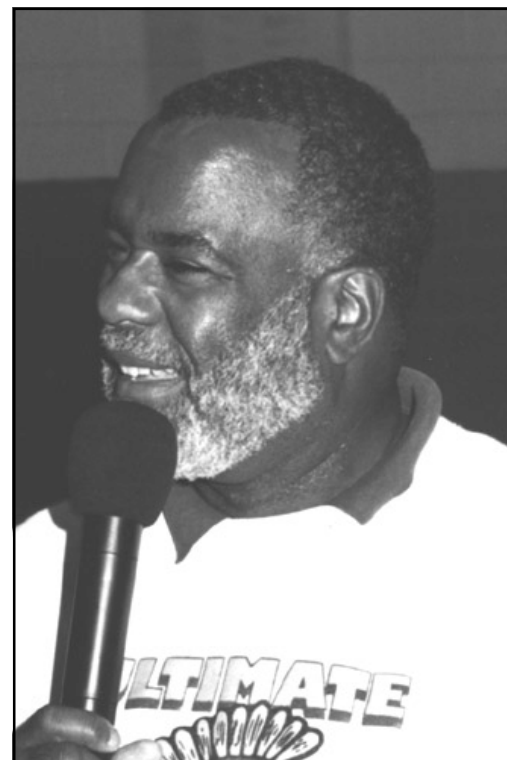
- Exceptional educational talent and promise as demonstrated by outstanding practices in the classroom, school and community;
- Evidence of originality, dedication and capacity for leadership and

self-direction;

- Commitment to influencing policies that affect children, their families and schools;
- Strong long-range potential for even greater contribution to children, the profession and society;
- Distinguished achievement in developing innovative educational curricula, programs and/or teaching methods;
- Outstanding ability to instill in students character and self-confidence;
- Outstanding ability to develop children's understanding of the direct bearing that education and "real world" activities have on one another;
- Commitment to professional development;
- Exemplary and innovative use of education technology in teaching and learning;
- For administrators, additional criteria that include outstanding ability to attract, support and motivate committed education professionals.

The foundation will present the awards in June at the annual Milken Family Foundation National Education Conference in California.

For more information about the Milken Family Foundation National Educator Awards, visit [www.mff.org/meahome.taf](http://www.mff.org/meahome.taf) on the Internet or contact Donna Melton at the Kentucky Department of Education, (502) 564-3421 or [dmelton@kde.state.ky.us](mailto:dmelton@kde.state.ky.us) (or through the KETS global list).



Photos by Rick McComb

**Virgil Covington, principal, Winburn Middle School, Fayette County; 23 years in education**



**Mike Stanley, physics teacher, Mason County High School; 14 years in education**



**Cynthia Crocker, computer resource teacher, Noe Middle School, Jefferson County; 26 years in education**



**Elizabeth McIntosh, practical arts teacher, Simon Kenton High School, Kenton County; three years in education**



# Teacher quality recommendations interest lawmakers for 2000 legislative session

By Faun S. Fishback  
Kentucky Department of Education

In January 1999, the Commonwealth Task Force on Teacher Quality set out "to design a system of teacher preparation and development that ensures teachers are appropriately prepared for their educational assignments to enable all students to meet Kentucky's standards for academic achievement." After months of meeting and listening to comments from educators, education groups and concerned citizens, the task force released its draft report in early November on how to accomplish that mission.

The report is organized around issues related to teacher preparation; non-traditional preparation paths; new teachers; veteran teachers; salary, compensation and career enhancements for teachers; and leadership. State legislators plan to introduce the recommendations as bills in the 2000 General Assembly, according to a Nov. 5 Courier-Journal story about the report. Though money is expected to be tight for new initiatives in the coming biennium, education has bipartisan support in the House and Senate and is a priority of Gov. Paul Patton.

Among the task force's recommendations are these proposals:

## Veteran teachers

- Strengthen evaluation components for license renewal to include a mastery of subject-area content and demonstration of effective teaching strategies.

- Ensure that all middle-grade (6, 7 and 8) and high school teachers demonstrate competence in the specific content courses they teach and provide technical assistance to those assessed as deficient.

- Empower teachers to select high-quality professional development to meet individual and school needs. Provide training in using technology effectively in the teaching and learning process. Use teacher academies in core content areas to provide additional training.

- Provide financial incentives and time for teachers to participate in professional development.

- Establish through administrative regulation an assessment to determine how well each school is providing instruction and services to meet the needs of all culturally and academically diverse students.

- Study the teacher evaluation and appeal process.

- Provide professional development programs that help teachers master skills to help students with different learning styles and abilities and that address cultural and equity issues.

- Investigate the feasibility of changing state retirement statutes to permit retired teachers and administrators to be employed in critical academic or geographic areas without loss of retirement benefits.

## New teachers

- Develop a statewide recruitment and retention strategy to attract the

best and brightest students into the profession and keep them in Kentucky classrooms.

- Develop strategies to recruit and certify highly skilled teaching candidates from diverse backgrounds and create non-traditional teacher preparation programs that would certify these individuals.

- Strengthen the Kentucky Teacher Internship Program and expand the internship to two years.

- Require new teachers to demonstrate classroom effectiveness and content knowledge prior to being licensed.

## Salary and career enhancements

- Give priority to increasing the basic salary levels for beginning and veteran teachers.

- Provide compensation to veteran teachers who demonstrate excellence in teaching.

- Provide for a gradual shift to a longer employment year to give teachers days for instruction, curriculum planning and design, and participation

in professional development. Design a phase-in process that will give the option of extended days for a percentage of teachers each year.

- Allow districts to provide bonuses to teachers who teach in areas where geographic, diversity or content-specific shortages have been identified.

## Teacher education

- Reconstitute the Education Professional Standards Board as an agency separate from the Kentucky Department of Education with an expanded membership, comprised of a majority of practicing P-12 educators, including teachers and administrators. The board shall retain all functions currently under its jurisdiction, including overseeing teacher preparation programs in the state, setting standards for teacher training and providing leadership in teacher-quality issues.

- Require the Education Professional Standards Board to review diversity in teacher preparation programs and help colleges address those issues, as well as hold the programs accountable.

- Provide incentive funds for colleges that could be used for such things as developing model teacher preparation programs and rewarding demonstrated effective partnerships with local education agencies.

- Establish consequences for teacher preparation programs that fail to prepare teachers for the classroom. Provide incentives and rewards to effective teacher preparation programs.

- Align curriculum in Kentucky from primary classes through postsecondary education and teacher education curricula. Continue work toward aligning Kentucky teacher standards with regional and national standards.

The task force's unedited report may be requested from the Education Committee Staff, Room 105, Capitol Annex, Frankfort, KY 40601.



**QUALITY IN THE CLASSROOM**—Mardi Montgomery, Kentucky Teacher of the Year 2000, helps Elisha Spears with an English assignment at Boyle County High School. The Middle School Teacher of the Year is Katina Joy Buster (Barren County Middle). The Elementary School Teacher of the Year is Anna V. Yancey (Buckner Elementary, Oldham County). Watch future issues of *Kentucky Teacher* for more about these award-winning educators.

Photo by Rick McComb

# Teacher offers 'pattern' for success in middle school mathematics

**Editor's Note:** The lesson plan on this page is the third in a series of plans prepared by Kentucky's four recipients of the 1999 Presidential Award for Excellence in Mathematics and Science Teaching. The October issue of Kentucky Teacher featured lesson plans written by Lynne Earl Huddleston and William Hill. A lesson plan by Ramona Jaynes, a science teacher at Corbin (Independent) Middle School, will be presented in a future issue.

Donna Hepp, a mathematics teacher at Highland Middle School in Jefferson County, uses pattern blocks to help her students find patterns in mathematics.

"Finding patterns is such an important skill at all levels of mathematics, from simple skip-counting in primary to more complex algebraic equations in the upper grades," said Hepp, a recipient of the 1999 Presidential Award for Excellence in Mathematics and Science Teaching.

In this lesson, students work in small groups and as a class to observe number patterns that are complex and to compute perimeters of figures made with a sequence of pattern blocks and find patterns to the " $n^{\text{th}}$ " value.

**Title:** Pattern Block Patterns

**Grade levels:** 5 and 6

**Academic expectations:** 2.8 (procedures); 2.9 (space and dimensionality); 2.10 (measurement); 2.11 (change); 2.12 (structure)

**Essential content:** Students will create a physical pattern with pattern blocks; find the perimeters and the extension of those patterns to the " $n^{\text{th}}$ " value; search for changing perimeters that each new sequence brings.

**Essential question:** How can number patterns that are complex be found in pattern block patterns?

**Materials:** Each group of three to four students will need a bucket of pattern blocks, pencils and paper. An overhead projector can be used to share ideas with the class. Templates of pattern blocks can be used to "save" patterns created with the blocks.

**Preparation:** The class should have already defined the attributes of all blocks, compared their sizes and shapes, and decided how their "title" for each shape was determined by those attributes. During the unit, display a chart that labels the shapes (square, hexagon, rhombus, triangle and trapezoid) and lists students' observations about the shapes (such as

pattern on the overhead. In small groups, students create the same pattern.

2. Students create the next two sequences of the same pattern. Students can volunteer to show their thinking on the overhead.

3. Students discuss in groups what the perimeter would be for each sequence.



Photo by Rick McComb

**Mathematics teacher Donna Hepp answers a question from Maggie Wachter at Highland Middle School in Jefferson County. Hepp is one of four Kentucky teachers this year to receive a national-level Presidential Award for Excellence in Mathematics and Science Teaching.**

"a triangle is a shape with three sides"). In a whole-group discussion, students decide what they will set as a linear unit. By comparing pattern block edges, students discover that the square's edge can be used to measure all other blocks. Students should have a clear understanding of perimeter and linear units.

**Timeline:** Two to three class periods

**Engage:** Brainstorm definitions and examples of patterns. Teacher or students jot down ideas on the chalkboard.

**Explore:**

1. The teacher displays the first three sequences of a simple square

4. The pattern is completely understood when each student can explain how to find the perimeter no matter what the sequence number. The " $n^{\text{th}}$ " pattern number may be a concept that will take more time for some students to see.

5. Students create their own pattern sequences using a different block or a combination of two types of blocks. Students discuss in groups the changes in the physical pattern and in the numerical perimeters associated with those sequences. Students may save their patterns by using templates for later discussions or for display in the classroom.

**Explain:** Encourage students to

visit other groups to see and listen as classmates discuss issues encountered with other patterns. These short "field trips" can benefit a student who is "stuck" with his or her own pattern. Thought-provoking discussions can arise as students explain how they "see" the same pattern differently.

**Expand:** Finding sequences with two or more different pattern blocks is more challenging and can allow students to make more discoveries about how their perimeters change. The pre-algebra concepts explored in this lesson are powerful and engage all students in the process of discovery.

**Assessment:** The teacher asks questions to evaluate the thinking of students. The teacher also listens to conversations as each group solves its pattern. The completed patterns and drawings, along with perimeters computed, give the teacher insight into each student's success with the lesson. Anecdotal notes also can be an important tool when the teacher is making plans for the next lesson.



**Donna Hepp**

**School:** Highland Middle (Jefferson County)

**Grade:** 6-8 looping

**Content area:** Mathematics

**Years teaching:** 20

**Degrees:** Bachelor's degree, master's of education and Rank I from the University of Louisville

**Memberships:** Council of Presidential Awardees in Mathematics, Greater Louisville Council of Teachers of Mathematics, Council of Teachers of Mathematics (state and national), PRISM, Kentucky Middle Grades Mathematics Teachers Network, K-4 Mathematics Specialist Program



# This is *not* your parents' science fair, but it *is* science for parents

By Sharon Crouch Farmer  
Kentucky Department of Education

Three years ago, science teachers from Franklin County's 10 schools gathered to revamp curriculum and draft a five-year science and technology plan to benefit all students. This "think tank," formally known as the 2002 Council, first searched for answers to one overriding question: What would boost science and technology learning for all P-12 students?

Their answer: Parent involvement. Council members agreed that parents often asked how science was being taught.

"We needed a vehicle to show parents and the community what their children were doing with science in school," said Kathy Billiter, a Franklin County High School science teacher.

With that in mind, the 2002 Council developed something special for the spring of 1997: The Family Science Extravaganza, designed as a departure from traditional science fairs where parents look at displays and leave.

This event would allow parents and

students to "get their hands on science" — to do experiments and test scientific theories by themselves or with the help of students. Competitive events were not included.

The first extravaganza was funded through a Goals 2000 grant, according to Jackie Hensley, science consultant for the district. The 2002 Council met after school once a month and worked an extra six hours on the day of the event.

"The extravaganza didn't require a lot of extra work because we used what we were already doing in the classroom," said Elkhorn Middle School teacher Sherrill Elam. Partner organizations such as the Salato Wildlife Center, Buckley Wildlife Sanctuary, Canoe Kentucky, NASA's Spacemobile Program and the University of Kentucky also provided exhibits and activities.

The council planned for 500 people to attend, expected that 200 actually might attend and were amazed when 1,200 parents and children passed through the exhibits.

"The next year we didn't have that

grant money, but the teachers wanted to do the extravaganza so badly that they solicited enough support from various groups to fund it," Hensley said. The 1999 extravaganza was funded by the Franklin County School Board. More than 2,000 attended.

Extravaganza 2000, coming in May, will be open to students and parents beyond Franklin County. The planners invite all Kentucky students and their parents to attend (see box on this page). Schools throughout the central Kentucky region are being asked to support the event.

"We have seen the knowledge, interest and enthusiasm of our students and parents increase every year," said Hensley. She said the enthusiasm goes beyond science, mathematics and technology to encompass all school activities. "We are successfully bringing parents into the school with an understanding of our goals, and their contributions are invaluable to our students."

## Franklin County invites all to Extravaganza 2000

Envision a 53-foot-long model of the space shuttle with 100 computer stations inside where students can simulate flight to the moon. Picture your students entering a life-size replica of the Saturn V or climbing aboard a futuristic battleship twice the size of your high school gym.

Thanks to Franklin County Public Schools and a host of sponsors, more than 50,000 Kentucky students and parents will have those and other opportunities during the 21st Century Science Extravaganza 2000 in Frankfort May 2-4, 2000.

The Extravaganza is part of the Franklin County school district's five-year plan to motivate and challenge students to excel in science, mathematics and technology (see story on this page).

"We want to excite students about the future and the limitless possibilities of the 21st century," explained district science consultant Jackie Hensley. "We're hoping the parents will get excited, too, and encourage their children to do well in school."

The three-day event will feature exhibits in and around Frankfort's Farnham Dudgeon Civic Center. The National Aeronautics and Space Administration will send five tractor-trailer trucks filled with exhibits. Other exhibitors will include BellSouth, Lexmark, Corvette, The Louisville Science Center, Toyota USA, PlanGraphics and Empower Kentucky. Winners of numerous science and technology competitions in Region 5 will also be displayed. Astronauts Fred Gregory and Charlie Walker are scheduled to attend.

The event is open and free of charge to all students and their parents. The registration deadline is March 1.

For more information, visit [www.franklin.k12.ky.us](http://www.franklin.k12.ky.us) on the Internet or contact Jackie Hensley by phone at (502) 695-6700 or by e-mail through the KETS global listing or at [jhensley@franklin.k12.ky.us](mailto:jhensley@franklin.k12.ky.us).



Photo by Rick McComb

**ROSY FUTURE—** Jessamine County floriculture team members Bobbie Colter, Sarah Robinson and Shelbie Hillard prepare to compete at the National FFA Convention, which moved this year to Louisville after a long-time stand in Kansas City. More than 50,000 organization members, advisors and guests attended the event, which will return to Louisville Oct. 25-28 for Convention 2000.

# BLAZING A TRAIL IN THE

## Two teachers reach Kentucky's highest teacher salary rank through a new, self-directed process; another renews certification on her way up the career ladder

By Fran Salyers  
Kentucky Department of Education

There was a time when all Kentucky public school teachers who reached the profession's top salary level got there the same way: by taking courses at a college or university.

Times have changed. Two teachers have reached that level, called Rank I, through professional development programs they designed themselves. Another is well on her way to a Rank II. Through a process called the Continuing Education Option, these teachers identified what they needed to know to be better teachers, custom tailored a plan for acquiring that knowledge and completed that plan to the satisfaction of Kentucky's Education Professional Standards Board.

In short, they did it their way.

Mary Scaggs, who teaches music at Moyer Elementary in the Fort Thomas district, was the first to get a Rank I through the Continuing Education Option. The 13-year veteran educator was teaching in the Erlanger-Elsmere district when she completed the process.

Next came Sylvia Rowland, who achieved a Rank I through the option last year as a primary teacher. She is now the full-time technology coordinator and technology skills teacher for P-5 students at West Liberty Elementary in Morgan County.

Kim Kruse, a 4th- and 5th-grade science/practical living teacher at South Hancock Elementary, is using the option to rise from Rank III to Rank II. She is halfway to that goal and expects to achieve a Rank II by the end of this school year, her fifth year of teaching in Kentucky. She will reach this goal five years ahead of the state's 10th-year requirement.

All three recommend the Continuing Education Option to teachers who are highly self-motivated, and all three emphasize the value of having support from principals and fellow faculty members while working toward professional goals.

On these pages, the three teachers comment on the Continuing Education Option and its potential for other teachers. Their comments are edited to fit available space. For the full commentaries, go to [www.kde.state.ky.us](http://www.kde.state.ky.us) on the Internet, select "Kentucky Teacher" from the drop-down menu, and read the "htm" edition of this issue.



**Mary Scaggs  
Rank I**

In Northern Kentucky, there is no Rank I program for music education. Earning my Rank I would have required that I work on an advanced degree in a subject area other than music. The National Board for Professional Teaching Standards (see "What do the ranks mean?" Page 9) does not yet offer certification in music. Kentucky's Continuing Education Option was the only way I could tailor my advanced studies

to my specialty.

At the beginning of the process, I completed a strengths and weaknesses survey. I identified my objectives: better ways to introduce new information to students, better ways to present arts education information to teachers, better ways to assess the students in the



Photo by Rick McComb

**Mary Scaggs joins student Kylie Thomas and her classmates to create music at Moyer Elementary.**

and learn more about current instructional practices used in Kentucky. Experience Teacher Standards Board organization work to my goal. I like the Continuing Education Option for taking courses in addition to the lack of a college program for rank change in my field, there was a time factor. This program allowed me to work on the project when I had time, not according to the college class schedule. More importantly, I was developing new strategies and new curriculum and directly applying them to my classroom activities.

I want other teachers to realize that even when choosing this option to receive a rank change, there are some important factors to realize.

a. Taking a few college courses can still be the best way to meet individual needs. As part of my individual program, I took an independent course at Thomas More College on how to write and incorporate rubrics in the music classroom. I also used Northern Kentucky University's campus and online library services.

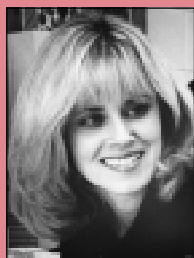
b. You must be self-motivated. You won't have someone looking over your shoulder to see if you are staying focused and making progress.

Some people think the option program is easier than receiving a degree from a college. I found this program to be just as difficult and intense in study as the two degree programs I completed.



# E TEACHING PROFESSION

## Sylvia Rowland Rank I



At the time I considered my options for earning a Rank I, I was a primary teacher and part-time technology coordinator. Based on my experience with student teachers and new teachers, I didn't think college courses were addressing one of our school's greatest challenges: technology integration. I needed individualized training and studies that would be relevant to my school's needs, so I chose the Continuing Education Option.

Also, I was not willing to give up my summers or evenings with my child to take college courses.

For me, the Continuing Education Option was much better than taking college courses. Everything I learned was put to immediate use in my school. I learned a great deal from experts in the field, and my students benefited. The entire school has gained experience and a network of people who are interested in furthering our programs.

The biggest challenge in this option is the discipline self-study requires. I have talked with several teachers who think it is far easier to attend classes than to develop a self-directed study plan and follow through on it. My advice to other teachers who choose this option: Identify areas of weakness in yourself and your school and devise creative and interesting ways of improving.

## Kim Kruse Working Toward Rank II



As the P-5 writing resource teacher for my district, I did not feel that taking college courses would help me meet the unique demands of my job. In fact, the summer that I was trying to decide between college courses and this new option, not a single course on the college schedule would have helped me meet my goals.

My main goal was to learn research-based strategies for teaching writing and apply those strategies in my teaching. I wanted to improve primary students' writing by integrating portfolios into all primary classrooms in our district. I also wanted to help create a writing instruction manual for all grade levels. I began by analyzing student work to identify areas of weakness. I then looked for research-based strategies that would address those areas. From there, I located training opportunities that went hand in hand with what was needed.

I have often attended classes and training sessions with the best intentions, then just never found the time to analyze the information or integrate it into my practices. By designing my own professional development with specific needs or goals in mind, I was better able to use my training to make an impact on student learning.

## WHAT DO THE RANKS MEAN?

**Rank III** — the entry level for Kentucky teachers with a bachelor's degree

**Rank II** — the second level, required for every Kentucky public school teacher by the end of the 10th year of teaching. Teachers have three ways to achieve a Rank II:

- a. by earning a master's degree from an accredited college or university;
- b. by completing a "fifth-year program" of more than 30 college/university credit hours;
- c. by completing the Continuing Education Option.

A certified teacher must be halfway to the Rank II level by the end of the fifth year of teaching. A Rank II qualifies the teacher for a salary increase.

**Rank I** — the highest salary rank for Kentucky public school teachers. Earning a Rank I is voluntary and does not change a teacher's certificate unless new certification is added in a specific area (for example, principal, counselor, superintendent, instructional supervisor). A teacher may earn a Rank I in one of four ways:

- a. by achieving certification by the National Board for Professional Teaching Standards;
- b. by completing Kentucky's Continuing Education Option;
- c. by earning one of the specific-area certifications at an accredited college or university;
- d. by completing "a master's plus 30" — 30 college/university-approved credit hours past the Rank II.

Salary increases related to Rank I status are a district option. However, the state sets minimum salary levels based on rank and years of experience.

*See Page 10 for more information about rank change through the Continuing Education Option.*



Kim Kruse observes as students collaborate to solve a problem.

Photo by Rick McComb

# Interested in the Continuing Education Option? Here's how to get started

Each teacher who seeks to renew certification or rise in rank through the Continuing Education Option (see Pages 8 and 9) follows steps outlined by the Kentucky Department of Education's Office of Teacher Education and Certification. Interested? Here's how to begin:

1. Gather general information about the process. Go to the Department of Education Web site ([www.kde.state.ky.us](http://www.kde.state.ky.us)) and choose "Professional Development Opportunities" in the drop-down menu, or go to the Continuing Education Option page directly ([www.kde.state.ky.us/otec/intern/cont\\_ed\\_opt.asp](http://www.kde.state.ky.us/otec/intern/cont_ed_opt.asp)). If you do not have Internet access, call Eileen Whaley at (502) 573-4606.

2. Apply. With your application, send \$400 of the required (and nonrefundable) \$1,200 fee, which covers the scoring of the portfolio you will prepare to demonstrate your professional growth and the issuance of your new certificate. If you are accepted . . .

3. Attend an orientation session, where leaders will provide materials to help you identify problems that affect learning in your classroom or school, write goals that address those needs, and choose professional development activities that will help you achieve those goals. To sign up and receive mailings for the sessions scheduled for March and April 2000, send e-mail to Sharon Jones at [skjones@kde.state.ky.us](mailto:skjones@kde.state.ky.us), or phone her at (502) 573-4606.

4. Develop an individual professional development plan based on your needs and goals. What constitutes a solid plan? The Continuing Education Option requires that you include these components:

- Information about your school and the students it serves, and an outline of your teaching career and experiences;
- Description of your own professional strengths and a prioritized list of areas in which you need to grow, based on data from self-assessments, personnel evaluation growth plans, student performance levels, school consolidated plan and other sources;
- Your goals — what you want to accomplish — with references to student and school needs, Kentucky's Experienced Teacher Standards, state learning goals and national standards. The most effective

plans are those designed to build strong instruction, communication and leadership skills that result in higher levels of student achievement;

- Objectives — measurable results or levels of performance to be achieved by both you and your students, with a timeline for completion;

- Activities — description of actions you will take to achieve your objectives. Examples include graduate courses, classroom research projects, professional development workshops and seminars, networking with colleagues, reading professional publications and conducting research on the Internet;

5. Present your professional development plan for review. A panel of professional educators, including representatives of college and university teacher preparation programs, will evaluate the plan and either approve it or recommend revisions. The next reviews will take place between July 15 and Aug. 15, 2000.

Once your plan is approved, you're on your way!

Questions? Contact Eileen Whaley in the Office of Teacher Education and Certification at (502) 573-4606 or [ewhaley@kde.state.ky.us](mailto:ewhaley@kde.state.ky.us) (or through the KETS global list).



Sylvia Rowland, the second Kentucky teacher to earn a Rank I through the Continuing Education Option, works with student Billy Pippin at West Liberty Elementary in Morgan County. For details about Rowland's accomplishment, see Page 9.

Photo by Rick McComb

## Portfolio scorers look for proof of teacher growth



Mark Brown

Teachers who work toward rank change through the Continuing Education Option prepare a portfolio to

document effort and progress toward their goals. Teams of educators from various levels, including representatives of college and university teacher preparation programs, score the portfolios to determine which teachers have achieved their goals and qualify for higher rank.

One of those reviewers is Mark Brown, an adjunct professor at Georgetown College. As a former director of secondary curriculum for the Fayette County school district, Brown is experienced in P-12 curriculum and performance assessment matters. He said his major concern with the Continuing Education Option continues to be teachers' follow-through on the ambitious plans they submit.

"You know what they say about 'best laid plans,'" Brown said. "The portfolio scoring team has to see accurate and sufficient documentation that demonstrates beyond a doubt that student learning and teacher growth have occurred according to the plan and at the depth necessary to merit a rank change."

Apparently, Brown is satisfied with what he has seen so far.

"In those teachers with whom I have worked, without doubt, this has occurred," he said. "Their work toward a rank change went beyond the classroom and school and had far-reaching influences on the school district and community."



# Out of the Box THINKING

## Paducah solves the 'sub' problem

If your school consistently has trouble finding substitute teachers, consider hiring one full time!

The Paducah Board of Education did so this year, assigning one substitute teacher to each of the district's six schools. The full-time subs go to school each day and do what is needed, whether it is taking charge of a classroom for a few hours or an entire day, working as an aide, or going to another school where the need for help is greater.

The permanent subs receive the same pay as other subs, but they also receive benefits, including retirement. They are assured of steady work, and they become recognized members of the school faculty.

"Students know me," said perma-

nent sub Melissa Hasty. "They know they will see me tomorrow and that I'll see their teacher tomorrow."

The district averaged 12 substitute teachers a day last year, so school board members and district administrators were confident there would always be a need for at least six.

For more information about how this concept works for Paducah Public Schools, phone the district's personnel director, Dennis Jackson, at (270) 444-5600, extension 5614, or send him e-mail through the KETS global list or to [djackson@paducah.k12.ky.us](mailto:djackson@paducah.k12.ky.us).



Photo submitted

Melissa Hasty is one of six full-time substitute teachers working for Paducah Public Schools.

Excerpted from the September 1999 issue of *Candle Lighter*, a publication of Paducah Public Schools.

## What's your out-of-the-box idea?

You probably have a "crazy" idea for bringing innovation to teaching and learning. Why not follow up? Your idea just might work! When it does, share the news in *Kentucky Teacher*. Send information to [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us) or call Fran Salyers at (502) 564-3421

## Teacher educator lists Web sites for teachers

If you're keeping a list of Web sites for teachers, you may want to add these recommendations from Janis E. Murphy, an assistant professor in the Department of Elementary and Secondary Education at Murray State University.

### Awesome Library —

[www.neat-schoolhouse.org](http://www.neat-schoolhouse.org)

This Internet library database, sponsored by the Evaluation and Development Institute, contains more than 14,000 resources reviewed by representatives from key national and local organizations in P-12 education. A user-friendly search engine provides easy access to lesson plans, projects, documents, pictures, discussion groups, emerging issues and child-safe links.

### AskERIC Lesson Plans —

[www.askeric.org/Virtual/Lessons](http://www.askeric.org/Virtual/Lessons)

This resource contains more than 1,000 teacher-created plans. Browse by subject or use the search engine. Also offered are links to the ERIC Database, Virtual Library, Question and Answer Service and other resources. Teachers may submit original lesson plans. This site is especially geared toward the middle school and secondary levels.

### Connecting Students —

[www.connectingstudents.com](http://www.connectingstudents.com)

Created by a teacher of a 4th/5th-grade classroom, this site is an excellent resource for links to lesson plans and interactive student Web sites. You will also find a thematic unit ring, rubrics, links to multiple-intelligence lesson ideas, online quizzes, virtual field trips, e-mail instruction, and a wealth of links relevant to elementary or middle school. This site is an exceptional find for anyone beginning

exploration of the Internet.

### Education World —

[www.education-world.com](http://www.education-world.com)

American Fidelity Educational Services sponsors this search directory. This site provides information on lesson planning, curriculum/instruction, professional development, employment opportunities, research materials/topics, world school listings, calendar of events, plus a plethora of education-related links. The content remains current with weekly updates and free e-mail newsletters.

### Columbia Education Center

**Lesson Plans —** [www.col-ed.org](http://www.col-ed.org)

This site offers links to current projects and activities (mostly in mathematics or science), funding tips and resources, and teacher-developed lesson plans in language arts, mathematics, science or social studies.

### The World of Marc Sheehan —

[www.halcyon.com/marcs](http://www.halcyon.com/marcs)

A beginning teacher offers lesson plan links, specific subject lessons and resources, and instructional activities and thematic units written during his student teaching placements.

### The Lesson Plans Page —

[www.lessonplanspage.com/index.htm](http://www.lessonplanspage.com/index.htm)

Webmaster Kyle Yamnitz and his colleagues at the University of Missouri amassed this accumulation of more than 300 links to lesson plans and educational resources, primarily suitable for P-6 teachers. Submissions are invited from middle school and high school teachers.

*Editor's Note: The Department of Education has verified the addresses of these Web sites but has not reviewed the content. These recommendations are solely those of Janis Murphy at Murray State University. For additional information on these sites, write to Murphy at [janis.murphy@coe.murraystate.edu](mailto:janis.murphy@coe.murraystate.edu)*

# New center addresses school safety issues from several perspectives

By Doris Dearen Settles  
Kentucky Center for School Safety

No question about it: Making Kentucky schools safe places to learn and work takes a concerted effort. When the General Assembly passed House Bill 330 and created the Center for School Safety, Kentucky took a major step in that effort.

The center's mission is a statewide approach to safe schools. Because no single agency or institution has the expertise or experience to meet Kentucky's safety goals on its own, a consortium of three state universities (Eastern Kentucky University, Murray State University and the University of Kentucky) and the Kentucky School Boards Association come together under the Center for School Safety umbrella. This partnership blends experience and expertise in project management, training, law enforcement, teacher preparation, applied research, electronic communication and needs assessment.

The center's work is built on a multilevel framework that addresses the needs of three populations of students. The first level of intervention strategies addresses the needs of an entire school and is effective with 90 percent of students. The second level addresses the needs of the 7 percent to 9 percent of students who need more individualized attention, and the third level is directed to the 1 percent to 3 percent of students whose needs extend beyond school boundaries, requiring interagency support systems. This three-tiered system offers positive behavior support for all students and provides a foundation on which safe schools can be built.

The center's work includes nine major components:

1. The center's Information Clearinghouse responds to requests for information on school safety issues. Center staff, teachers, administrators, state government officials, media and community organiza-

tions have requested curriculum materials, research, Kentucky safety statistics and more. The center communicates this information via monthly e-mail alerts, quarterly newsletters, a toll-free number and an Internet site ([www.kysafeschools.org](http://www.kysafeschools.org))

2. The center administers and monitors grants to school districts. FY1999 saw \$4 million in grants awarded to school systems throughout the state. That number more than doubled in FY2000 when 90 proposals involving 126 school systems were approved for \$9 million available statewide.

3. The center sponsors workshops. Thousands of teachers, administrators, law enforcement officials and community members have received training and technical assistance. In early October, a partnership that included the center, the Kentucky School Boards Association and the Kentucky Department of Education presented the fourth annual School Safety Conference. The center's electronic and printed communications will announce future events.

4. The center provides an independent, university-based analysis of the school safety data that schools and districts must, by law, collect and report. This data and analysis will yield information to guide safe schools efforts. The executive summary of the first report is posted on the center's Web site.

5. To ensure that Kentucky schools create and use school safety programs that work, the center researches strategies in use throughout the state and



Photo by Rick McComb

**POSITIVE RECOGNITION**—Principal Pam Jackson congratulates students as jockey Pat Day autographs certificates recognizing them as Citizens of the Month at Franklin County's Collins Lane Elementary. The recognition, part of the school's character education program, goes to students with perfect attendance and zero discipline referrals.

the nation and shares information about the most successful programs. (See box.)

6. Recognizing that school safety plans could not exist without the cooperation and involvement of law enforcement, the center works with law enforcement in many ways, from risk assessments to developing a curriculum for school resource officers (law enforcement officers who work in the schools).

7. The center identifies safety trends or issues that merit attention and distributes that information to others.

8. The center and Kentucky's 26 teacher education institutions are working together to address the preparation of teachers and administrators to face school safety situations and to identify the role of higher education in school safety issues.

9. Each year, the center reports to state leaders and the public on the status of school safety in the state.

School safety must be considered among the nation's most significant domestic issues. Up-to-date information in manageable form is critical. The Kentucky Center for School Safety encourages teachers to communicate safety concerns and successes by contacting the Center for School Safety through the Web site ([www.kysafeschools.org](http://www.kysafeschools.org)), by e-mail ([ddsett1@pop.uky.edu](mailto:ddsett1@pop.uky.edu)) or the toll-free number, (877) 805-4277.

## What is your school doing for safety?

The Center for School Safety invites Kentucky educators to nominate programs for the "successful strategies" list. For more information, contact Doris Dearen Settles, coordinator of the center's Information Clearinghouse, at (606) 257-9105; toll-free (877) 805-4277; e-mail [ddsett1@pop.uky.edu](mailto:ddsett1@pop.uky.edu).



# When it comes to building safe schools, Kenton County works from the inside out

By Sharon Crouch Farmer  
Kentucky Department of Education

Instead of looking to others to maintain safe and drug-free school environments, Kenton County public schools work from the inside out.

The district has implemented a series of safety-focused programs, each designed for a specific audience and grade level, all of them working in tandem to educate the entire school community.

"It is our philosophy that all children — on some level — are at risk," explained Linda Verst, the district's Drug-Free Schools training coordinator, "and that teachers and parents need help with these issues, too. We don't try to do everything with one program. Each program takes a small step toward building children's resilience when it comes to risky behaviors such as violence and drug use."

Recent national research findings outline four skills children need to rise above risk: social interaction, problem solving, autonomy (acceptance of self and ability to stand alone) and a sense of purpose. All of these skills, Verst said, can be taught.

"Research also indicates that there are three protective behaviors adults can practice to help children transcend risk," Verst added. She listed those behaviors as providing caring and support, having high expectations for behavior and offering participation in meaningful activities.

The district tests those research findings with the entire school community through a series of "conferences" scheduled throughout the year:

- Camp Ready-to-Go, a two-day event that took place for the first time last August, introduced 50 at-risk 4th- and 5th-graders to such tools as listening, conflict resolution, decision-making and study skills. Campers were led by 15 youth staff members, high school students who had received nine hours of training from

counselors and social workers. The youth staff members became role models for the younger campers, guiding them to various sessions and offering them support and friendship.

- The Beginning Leaders Conference, now in its second year, involves 5th- and 6th-graders identified by their teachers as having leadership potential. Led by trained youth staffers, they work in groups to investigate such issues as conflict resolution and refusal skills. Parents of these students attend the conference for three hours and, with their children, sign a drug-free pledge.

- Middle school students take part in the Creating Leaders Conference each fall. Adult volunteers receive three hours of training to become group leaders. Workshops are similar to those of the Beginning Leaders Conference. Duties of the youth staff include performing skits and facilitating workshops.

- For high school students, the Teen Leadership Conference provides several opportunities: Teens gain support from their peers in making healthy life choices; they improve relationships with adults and other teens; and they develop the skills they need to become positive role models.

- START (Student/Teacher Assis-



Photo by Rick McComb

**Students at Summit View Elementary take part in activities at Camp Ready-to-Go, a two-day event designed to teach skills in listening, conflict resolution, decision making and studying. The camp is one of a series of safety-focused programs in the Kenton County school district.**

tance & Resiliency Team Training) involves administrators, teachers and other school staff members in a day-long summer training session on at-risk issues. Opportunities include group presentations, workshops and planning for the coming year. The format is similar to the Teen Leadership Conference. High school students assist throughout the day and "teach the teachers" through skits and presentations.

Larry Tibbs, a Dixie Heights High School teacher who has served as

youth staff director and facilitator, believes the conferences generate rewards.

"Students who practice healthy lifestyles learn that they are not alone — that others share their beliefs," Tibbs said. "Their talents and gifts are reinforced, and they learn that by working together they can make changes."

Youth staffer Sarah Bailey, a Simon Kenton junior, supported Tibbs' viewpoint. "You realize that you don't have to drink or smoke or do drugs to be cool or to have fun," she said.

Courtney Lawhorn, a Teen Leadership Conference alumna and freshman at Midway College, said that watching participants as they move through the workshops is revealing. "You can see them develop throughout the day," she said. "You can witness them becoming leaders."

Michael Laughlin, a psychologist for the school district who has participated as a group leader, presenter, trainer and coordinator, believes the "camp" or "conference" experience can change lives.

"Support from peers serving as drug-free role models has a tremendous effect on student choice," Laughlin said. "(Students) realize that the majority want to remain drug-free, and they are supported in making that decision for themselves."

For more information on Kenton County's Safe and Drug-free Schools program, contact Linda Verst at (606) 344-8888 or via e-mail at [llverst@fuse.net](mailto:llverst@fuse.net). Information is also available from Peter LeFaivre, director of the district's Department of Student Services, at (606) 344-8888 or via e-mail through the KETS global list or [plefaivr@kenton.k12.ky.us](mailto:plefaivr@kenton.k12.ky.us).

## Schools have free resources 'virtually' at their fingertips

The doors of the Kentucky Commonwealth Virtual Library are now open. This new, online service gives every public P-12 school free access to hundreds of databases that would have cost thousands of dollars to purchase.

What can teachers and students find in the Virtual Library? For starters, Britannica Online and the international edition of the World Book Encyclopedia, plus these resources:

### For elementary:

Primary Search Online — full text of more than 65 children's magazines and 300 children's pamphlets;

EBSCO Animals — in-depth information on animals.

### For the middle grades:

Middle Search Plus — full text of almost 100 magazines covering general topics.

### For high school:

MAS FullTEXT Ultra — full text of more than 540 general-interest and current-events magazines;

Newspaper Source — selected full text articles from 143 U.S. and international newspapers;

Vocational Search — full text of more than 200 vocational and general periodicals;

Health Source Plus — full text of more than 255 health periodicals, 1,065 health pamphlets and 23 health reference books.

### For education professionals:

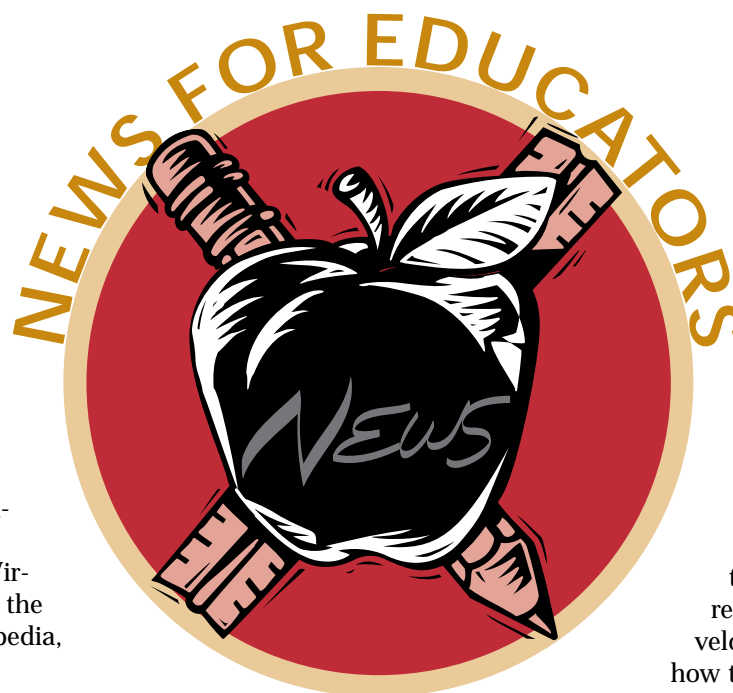
Books in Print with Reviews, ERIC, MEDLINE, Professional Development Collection, PsycINFO, Academic Search Elite and Novelist.

These and many more resources are accessible at [www.kcvl.org](http://www.kcvl.org) from any Kentucky public school with a proxy server pointed to the Department of Education proxy server. For descriptions of the databases available in the Virtual Library, go to these sites on the Internet:

- [www.kcvl.org/kcvl/html/about/databases/firstsearchdatabases.shtml](http://www.kcvl.org/kcvl/html/about/databases/firstsearchdatabases.shtml)
- <http://www.kcvl.org/kcvl/html/about/databases/ebscodatabases.shtml>

The Department of Education has notified library media specialists about opportunities for training on using the Virtual Library. The department contributed \$300,000 from discretionary Technology Literacy Challenge funds to give P-12 schools free access to this service.

Questions? Talk with your school's library media specialist; tune in to KET Star Channel 703 at 4 p.m. (ET) on Dec. 6 for a 90-minute "how-to"; call your school or district technology coordinator; or contact Diane Culbertson at (502) 564-7168 or [dculbert@kde.state.ky.us](mailto:dculbert@kde.state.ky.us) (or through the KETS global list).



## Showcases offer preview of new learning materials

The Department of Education invites educators, parents and future teachers to a series of showcases presenting state-adopted and supplementary P-12 printed and electronic resources in language arts (handwriting, spelling, journalism, speech, grammar, writing) and reading/literature.

Showcases are scheduled for all eight service center regions of the state. Carol Tuning, an instructional resources consultant for the Division of Curriculum Development, will conduct a session at each showcase on how to evaluate textbooks and instructional materials.

The showcases will begin in December and run through February. In the case of inclement weather, some sessions may be rescheduled for March. All are scheduled for 4:30 p.m. to 6:30 p.m. local standard time unless otherwise noted.

Dec. 7 — Executive Inn West, Louisville, 3:30 p.m.-6:30 p.m.

Jan. 11 — College View Middle School, Owensboro

Jan. 12 — James Madison Middle School, Madisonville

Jan. 13 — Reidland High School, Paducah

Jan. 18 — Oldham County High School, Buckner

Jan. 25 — Greenwood High School, Bowling Green

Jan. 26 — Central Hardin High School, Elizabethtown

Jan. 27 — King Middle School, Harrodsburg

Feb. 3 — Paul L. Dunbar High School, Lexington

Feb. 7 — Rowan County High School, Morehead

Feb. 8 — Johnson Central High School, Paintsville

Feb. 9 — Hazard Community College, Hazard

Feb. 10 — Pike County Central High School, Pikeville

Feb. 15 — River Ridge School, Villa Hills

Feb. 22 — Eastern Kentucky University, Perkins Bldg., Richmond

Feb. 23 — Lynn Camp High School, Corbin

Feb. 24 — Russell County High School, Russell Springs

For details, contact Carol Tuning by phone at (502) 564-2106, by fax at 502-564-9848 or by e-mail at [ctuning@kde.state.ky.us](mailto:ctuning@kde.state.ky.us).

### Clarification

The October issue of *Kentucky Teacher* included information about a five-program Kentucky Educational Television series on improving student achievement in the middle grades. The programs are part of KET's subscription-only programming for educators. Schools must register to view and tape the copyrighted programs.

For information on how to register for this and other KET Professional Development Series programs, call KET Professional Development at (800) 432-0951.

## Moving?

To continue receiving *Kentucky Teacher*, please report your change of address.

- Kentucky full-time public school teachers: Send your name, your former home address and your new home address, plus your Social Security number to Barbara Manley, Kentucky Teachers' Retirement

System, 479 Versailles Rd., Frankfort, KY 40601.

- Other subscribers: Send your name, your former address and your new address to *Kentucky Teacher*, 1914 Capital Plaza Tower, 500 Mero St., Frankfort, KY 40601; or by e-mail to [kyteach@kde.state.ky.us](mailto:kyteach@kde.state.ky.us).



# The BULLETIN BOARD

By Lisa Y. Gross  
Kentucky Department of Education

## Lexington newspaper offers new educational supplements

The Lexington Herald-Leader's Newspaper in Education program offers seven new educational supplements for students in the intermediate, middle and high school grades.

Each locally written supplement deals with a single topic: character education, literacy, technology, arts and humanities, black history, women's history or consumer economics. One new supplement will be published each month except December during the school year and may be ordered in advance for 25 cents per copy.

To order, call Deborah Stigall at (800) 999-8881, ext. 3279; e-mail [dstigall@herald-leader.com](mailto:dstigall@herald-leader.com).

For details about other resources for teachers and students, call Kriss Johnson at (606) 231-3353 or (800) 274-7355; e-mail [kjohnson1@herald-leader.com](mailto:kjohnson1@herald-leader.com); or visit [www.nieconnects.com](http://www.nieconnects.com) on the Internet.

## Blue Ribbon application on the Internet

Elementary schools interested in competing for national Blue Ribbon Schools recognition in 2000-2001 may download the required nomination package from the Internet at [www.ed.gov/offices/OERI/BlueRibbonSchools/](http://www.ed.gov/offices/OERI/BlueRibbonSchools/).

The U.S. Department of Education sponsors the Blue Ribbon Schools recognition program, recognizing elementary and secondary schools in alternate years. (This year's secondary-level nominations are already in the judging stage.)

Also available on the Internet are profiles of all Kentucky winners of National Blue Ribbon Schools awards over the past 16 years. Locate the profiles on the Appalachia Educational Laboratory site at [www.ael.org/rel/schlserv/ribbon/index.htm](http://www.ael.org/rel/schlserv/ribbon/index.htm).

CONTACT: Kay Anne Wilborn, (502) 564-3421 or (800) 533-5372; [kwilborn@kde.state.ky.us](mailto:kwilborn@kde.state.ky.us)

## Environmental science institute now accepting applications

ENVISION, a regional environmental science institute funded by the National Science Foundation, is recruiting four-teacher teams in grades 4 through 9 for its Year 2000 institute. Participants will develop inquiry-based science research projects based on community environmental issues, implement the projects with their students and document the results. Participants who successfully complete the program will be eligible for six credit hours.

The program grant covers travel, lodging and meal expenses. The application deadline is Feb. 15. For details, visit <http://uval.eas.purdue.edu/geod.html> on the Internet or send e-mail to [envision@purdue.edu](mailto:envision@purdue.edu). The mailing address is 1442 LAEB Dept. of Curriculum & Instruction, Purdue University, West Lafayette, IN 47907-1442.

## Grants to fund reading programs

Grant applications for Reading Excellence Act funds to improve the reading skills of students from pre-kindergarten through primary are now available to local school districts. Districts may use the funds for professional development for teachers, volunteers, parents, tutors and early childhood providers; literacy skills intervention programs; family literacy programs; and tutoring and extended learning opportunities.

The application deadline is March 1.

CONTACT: Sharla Six, Division of Extended Learning, (502) 564-3064; [ssix@kde.state.ky.us](mailto:ssix@kde.state.ky.us)

## Holocaust Museum offers fellowships

Middle and high school history, social studies and English teachers, librarians and instructional media specialists are eligible to apply for fellowships to attend the fifth annual Mandel Teacher Fellowship Program, sponsored by the U.S. Holocaust Museum.

Participants will gather at the museum in Washington, D.C., from July 30 to Aug. 4 to create lesson plans, explore resources and interact with Holocaust survivors and museum staff before returning home to create projects to advance Holocaust education in their communities.

The deadline for applications is Feb. 11. The announcement of selections will be made April 28. Applications are available at [www.ushmm.org/education/mandel](http://www.ushmm.org/education/mandel).

CONTACT: Stephen Feinberg, Coordinator, Mandel Teacher Fellowship Program, 100 Raoul Wallenberg Place, SW, Washington, D.C. 20024-2126; (202) 488-0456; e-mail [sfeinberg@ushmm.org](mailto:sfeinberg@ushmm.org)

# Kentucky Teacher

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# Kentucky Teacher

News for the Nation's Most Innovative Educators

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Photo by Rick McComb

**IN TUNE WITH THE TIMES**—Music teacher Mary Scaggs and student Whitley Dierig work together at Moyer Elementary in the Fort Thomas district. Scaggs is the first Kentucky teacher to achieve teaching's Rank I level through a professional development program she designed herself, based on her own career needs and goals. For details on this new option for teachers, see Pages 8-10.

***"Every one of our 195,000 high school students deserves the opportunity to meet the challenge of high-level academic courses. Kentucky Virtual High School will give them that opportunity."***

—Education Commissioner Wilmer Cody, on the new Kentucky Virtual High School. See Pages 1 and 2.

Kentucky Department of Education

Wilmer S. Cody, Commissioner

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